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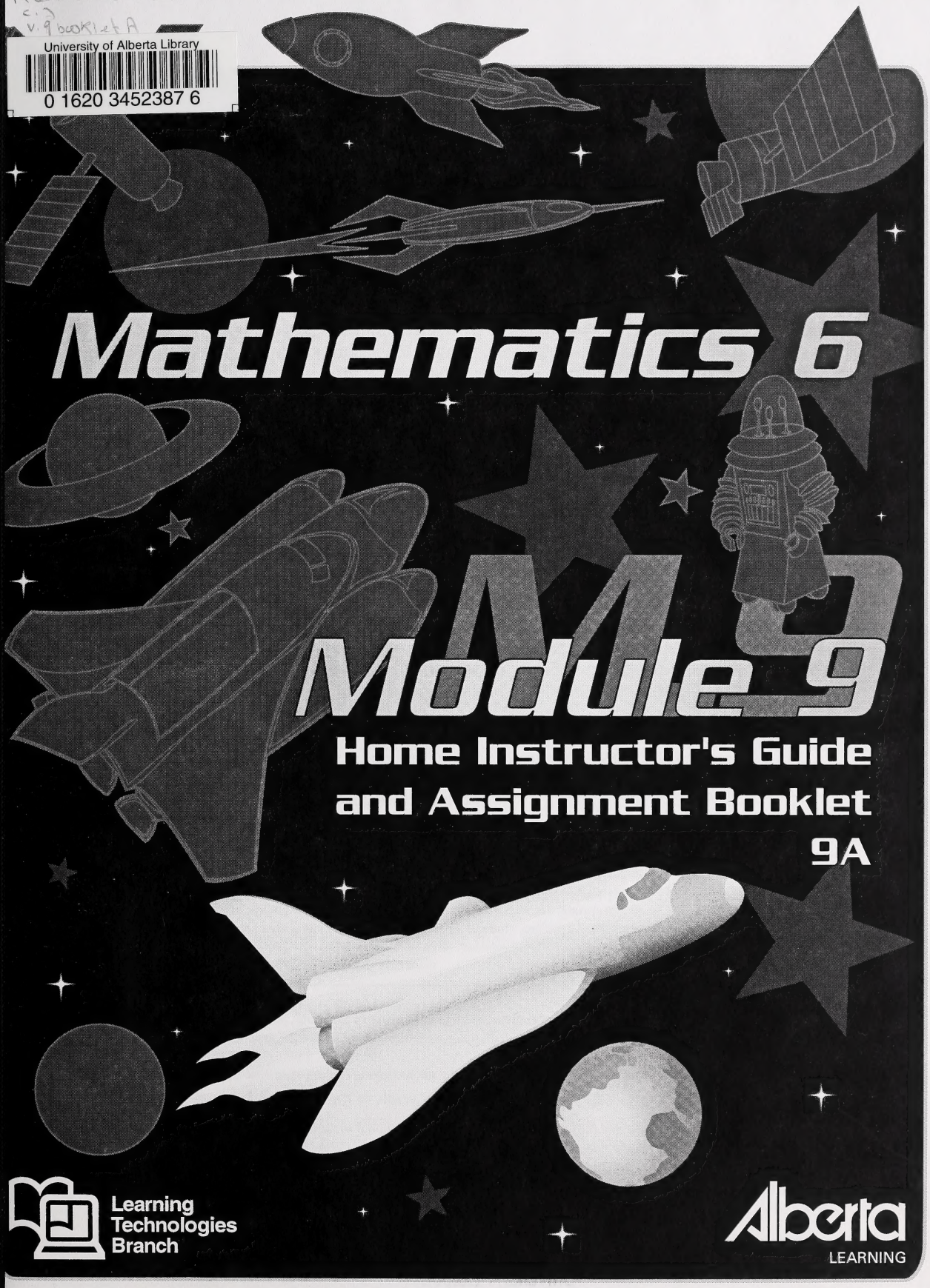

Mathematics 6

Module 9

Home Instructor's Guide and Assignment Booklet 9A

Learning Technologies Branch

Alberta LEARNING

Mathematics 6
Module 9: Probability
Home Instructor's Guide and Assignment Booklet 9A
Learning Technologies Branch
ISBN 0-7741-2397-4

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

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Module 9: Probability

Overview

In this module the student reviews how probability vocabulary is used when making predictions in everyday situations. The student discovers that events do not always occur in the way they are predicted. To express probabilities, the student uses percents and equivalent fractions. As well, he or she investigates the relationship between theoretical probability and experimental results. The student will calculate and compare theoretical and experimental probability of events, based on possible outcomes. The student explores how probability is involved in games and investigates what is meant by a fair game. Also, the student uses a variety of dice that have different numbers of faces and investigates the outcomes when tossing them.

Assessment

At the end of each of the three lessons in Module 9, the student will be directed to complete an assignment in one of the two Assignment Booklets. The assignments will be graded by the teacher and have a total value of 90 marks.

The student is also expected to complete the Numbers in the News project. This project has a value of 10 marks. Encourage the student to look through a newspaper at least once a week for items on the Scavenger Hunt list. Read through the list with your student and suggest that he or she begin collecting samples of the ideas that he or she already understands. Other samples can be collected as ideas are introduced or extended in the module. Encourage your student to collect as many samples as he or she wishes. At the end of the module, the student will need to choose at least one sample for each question and submit the samples with the Assignment Booklet.

Pacing

The module has been designed so that the student can work at his or her own pace. Each lesson, including the lesson assignment, will take the average student about one week to complete. The Challenge Activity in each lesson is optional.

Allowing extra time for review of basic facts and project work, Module 9 will take the student 3 to 4 weeks to complete.

Lesson 1: Making Predictions

Overview

In Lesson 1 the student reviews how probability vocabulary is used when making predictions in everyday situations. The student discovers that events do not always occur in the way they are predicted. Also, the student uses percents and equivalent fractions to express probabilities.

Special Requirements

The following materials are required for Lesson 1:

- regular dice

Lesson 2: Outcomes and Chance

Overview

In this lesson the student investigates the relationship between theoretical probability and experimental results. The student calculates both the theoretical and experimental probability of events, based on possible outcomes. The student discovers that different results may occur when you repeat an experiment.

Special Requirements

The following materials are required for Lesson 2:

- dice
- a telephone book

Sharing Time

Students are asked to discuss what they are learning with their home instructor once in Lesson 2—at the end of Activity 2.

Activity 2 Sharing Time

Practice and Homework Book, page 106, questions 1 to 6

1. e	2. f	3. a
4. c	5. b	6. d

ASSIGNMENT BOOKLET 9A

PAT0610 Mathematics 6
Module 9: Lesson 1 Assignment and Lesson 2 Assignment

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Additional Information:

_____

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FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

_____

Date Submitted:

_____

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Address

Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher's Signature

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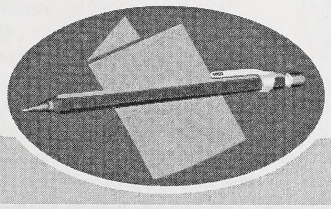
Mathematics 6

Module 9

Probability

Assignment Booklet 9A



Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Lesson 1 Assignment	30	
Lesson 2 Assignment	30	
	60	

Teacher's Comments

Mathematics 6
Module 9: Probability
Assignment Booklet 9A
Learning Technologies Branch

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Teachers	✓
Administrators	
Home Instructors	
General Public	
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ASSIGNMENT BOOKLET 9A
MATHEMATICS 6—MODULE 9: PROBABILITY

Your mark for this module will be determined by how well you do your assignments in the Assignment Booklets.

There are two lesson assignments in this Assignment Booklet. The total value of these assignments is 60 marks. The value of each question is stated in the left margin.

Work slowly and carefully. If you are having difficulties, go back and review the appropriate lessons.

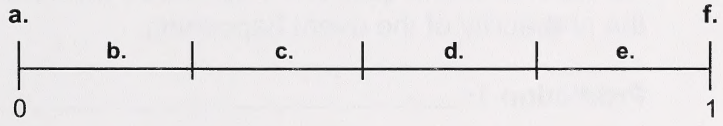
Be sure to proofread each assignment carefully.

Lesson 1 Assignment: Making Predictions

30

Read all parts of your assignment carefully and record your answers in the appropriate places. Clearly show how you arrived at your answers by showing your work.

(3) **1.** The following number line is divided into four parts. Write down the words that best describe events with probabilities opposite each letter in the diagram.



a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

Read the following predictions and use them to answer questions 2 and 3.

Prediction 1 1835: Thomas Tredgold said, ". . . that any general systems of conveying passengers at a velocity exceeding 10 miles an hour, or thereabouts, is extremely improbable."

Prediction 2 1876: Western Union: "This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us."

Prediction 3 1900: Ladies' Home Journal predicted, "Those newfangled automobiles will replace all horse-drawn vehicles."

Prediction 4 1946: Darryl F. Zanuck, Head of Twentieth Century-Fox, predicted, "Television won't be able to hold on to any market it captures after the first six months."

Prediction 5 1977: Ken Olson, president, chairman, and founder of Digital Equipment Corp., said, "There is no reason anyone would want a computer in their home."

Prediction 6 1999: Arthur C. Clarke predicted that the first human explorers will set off to nearby star systems in 2095.

(6) **2.** For each prediction, tell which of the labels (a., b., c., d., e., or f.) from the number line in question 1 describes what the author thought was the probability of the event happening.

Prediction 1: _____

Prediction 2: _____

Prediction 3: _____

Prediction 4: _____

Prediction 5: _____

Prediction 6: _____

(4) **3.** Underline the word or words in each prediction that you used to decide how to label it.

(4) **4.** For each of the following questions, tell which prediction in question 2 it describes.

a. an event that was predicted to be very unlikely or impossible, but that did happen _____

b. an event that did not happen as predicted _____

c. an event that happened as predicted _____

d. an event that has not yet been proven true or false _____

(1) **5.** In a random selection of twenty-three people, there is a 50% chance that at least two of them celebrate the same birthday. Write this probability as a fraction in simplest form. Show your work.

(1) **6.** A weather forecaster said that the chance of rain is 1 in 5. Write this probability as a percent. Show your work.

7. A bookshop owner predicted that 60% of the books he sells next week will be fiction.

(1) **a.** If he sells 100 books, how many of these would he expect to be fiction? Explain.

_____

_____

(2)

b. What percent of the books he sells does he expect to be non-fiction? Explain.

_____

_____

8. Turn to page 270 of your textbook to Skill Bank from This Unit. Do question 1.

(8)

a. **b.**

c. **d.**

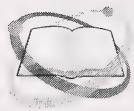
e. **f.**

g. **h.**

(30)

Lesson 2 Assignment: Outcomes and Chance

Read all parts of your assignment carefully and record your answers in the appropriate places. Clearly show how you arrived at your answers by showing your work.



Turn to pages 266 and 267 of your textbook to Fishing for the Answer. Use the information at the top of page 267 to answer questions 1 to 4.

1. List all the possible ways you can order a fish sandwich with

(1)

a. 1 topping

_____

_____

_____

(2) **b.** 2 toppings

(2) **c.** 3 toppings Explain.

(1) **2. a.** Besides the choices in question 1, how else can you order a fish sandwich?

(1) **b.** Explain why there are eight different ways in all that you can order a fish sandwich? Explain.

(2) **3.** Suppose you chose an order at random. Write, as a fraction, the probability that it would have each of the following:

a. 0 toppings

b. 1 topping

c. 2 toppings

d. 3 toppings

(4)

4. Use your answers to question 3 to predict how many of each of the following types of fish sandwiches would be ordered if 80 were chosen at random. Show your work.

a. 0 toppings

b. 1 topping

c. 2 toppings

d. 3 toppings

Turn to pages 260 and 261 of your textbook to Using Probability to Predict Results.

(2)

5. a. Complete the following table to show all the possible sums you can get if you add the last two digits of a telephone number. Part of the table has been completed for you.

Second-Last Digit

Last Digit	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	
5	5	6	7	8	9	10	11	12		
6	6	7	8	9	10	11	12			
7	7	8	9	10	11	12				
8	8	9	10	11	12					
9	9	10	11	12						

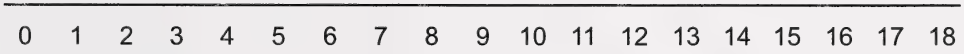
(2) **b.** How many different sums are possible? List them.

_____

_____

_____

(4) **c.** Use your answers to question 5 to complete the line plot below. Mark **X**s on your line plot to represent the sums found in all of the cells of your completed table from question 5.a.



(1) **d.** How many pieces of data did you plot in all (the total number of **X**s you put on your line plot?)

_____

(3) **6.** Suppose someone chose a phone number at random. Find the probability that its last two digits will have a sum of twelve. Write the probability as a fraction and as a percent.

(3) **7.** Use any telephone book. Without looking, open the book to any page at random and place your finger on a telephone listing at random. Record the sum of the last two digits and then close the book. Repeat this process 100 times. Use the experimental data you recorded to make a number plot of the sums.

(2) **8.** Describe how your experimental results from question 7 are the same and how they are different from the theoretical results in question 5.

_____

_____

_____

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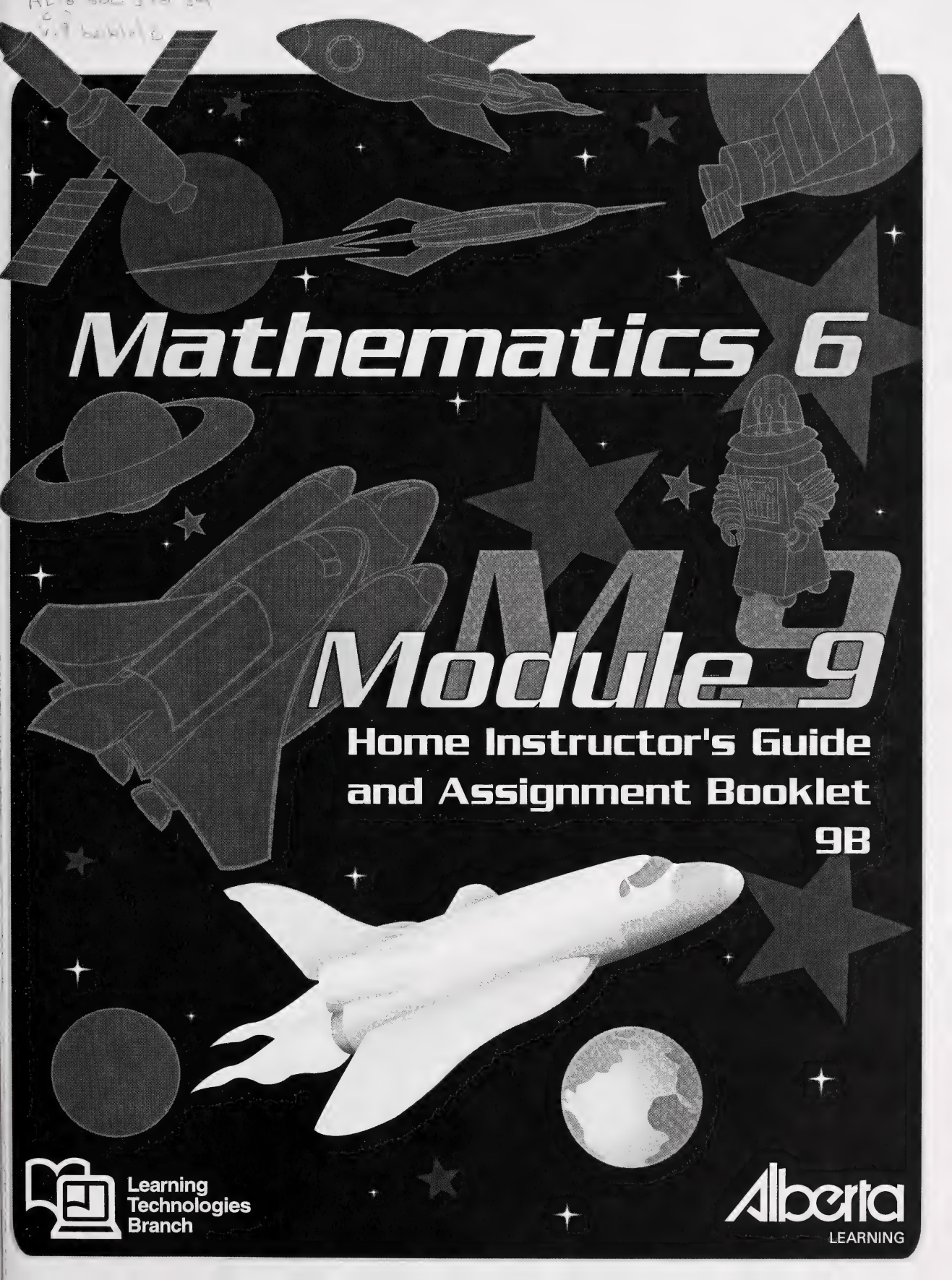
Mathematics 6
Module 9
Home Instructor's Guide
and Assignment Booklet
9B
Learning
Technologies
Branch
Alberta
LEARNING

Mathematics 6
Module 9: Probability
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Learning Technologies Branch
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Teachers	✓
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Lesson 3: Games and Fairness

Overview

In this lesson the student explores how probability is involved in games and investigates what is meant by a fair game. The student uses a variety of dice that have different numbers of faces and compares theoretical outcomes with experimental outcomes.

Special Requirements

The following materials are required for Lesson 3:

- scissors
- tape
- 5 red chips
- 5 blue chips
- small piece of cardboard
- push pin
- 20 counters

Sharing Time

Students are asked to discuss what they are learning with their home instructor once in Lesson 3—at the end of Activity 3.

Activity 3 Sharing Time

Play the game described in the Lesson 3 Conclusion.

Discuss why the first player always loses.

ASSIGNMENT BOOKLET 9B

PAT0610 Mathematics 6
Module 9: Lesson 3 Assignment and Numbers in the News Project

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

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Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Additional Information:

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_____

Date Submitted:

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Address

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_____
Teacher's Signature

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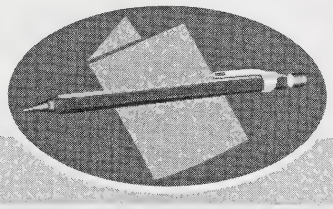
Mathematics 6

Module 9

Probability

Assignment Booklet 9B



Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Lesson 3 Assignment	30	
Numbers in the News Project	10	
	40	

Teacher's Comments

Mathematics 6
Module 9: Probability
Assignment Booklet 9B
Learning Technologies Branch

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ASSIGNMENT BOOKLET 9B
MATHEMATICS 6—MODULE 9: PROBABILITY

Your mark for this module will be determined by how well you do your assignments in the Assignment Booklets.

There is one lesson assignment and a Numbers in the News project in this Assignment Booklet. The total value of these assignments is 40 marks. The value of each question is stated in the left margin.

Work slowly and carefully. If you are having difficulties, go back and review the appropriate lessons.

Be sure to proofread each assignment carefully.

Lesson 3 Assignment: Games and Fairness

30

Read all parts of your assignment carefully and record your answers in the appropriate places. Clearly show how you arrived at your answers by showing your work.

Turn to page 263 of your textbook to Taking Chances. Read the top half of the page that shows the dreidel and describes the game. (It may work best with three or four players.)

If you have a dreidel, you may use it, but if you do not, you can make one as follows:

- Cut out a cardboard square that measures about 2.5 cm on each side.
- Draw both diagonals to form four triangular sections.
- Label the sections with N, H, G, and S.

- Stick a pushpin through the centre of the cardboard from the bottom so you can spin the pin with your fingers. The dreidel will land on one edge when it stops.

Use the following rules for playing the dreidel game and answering questions 1 to 6:

- Each player begins with ten counters.
- Each player puts two counters into the pot.
- Players take turns spinning the dreidel.
- If your spin lands on **N**un, you neither win nor lose any counters.
- If your spin lands on **H**eh, you win half the counters in the pot. (If there is an odd number of counters in the pot, take the extra counter as well.)
- If your spin lands on **G**imel, you win all the counters in the pot.
- If your spin lands on **S**hin, you must put one of your counters in the pot.
- Any time the pot is empty, each player puts one counter in.

(4) **1.** Write, as a fraction, the chance that the dreidel will land on each side listed.

a. **N**un **b.** **H**eh **c.** **G**imel **d.** **S**hin

(2) **2.** If you spin the dreidel a total of 20 times, how often will you expect it to land on each side? Explain.

_____

_____

_____

(2) **3.** Suppose you play against one other person so that

- you each get 10 spins
- the player who has the most counters at the end of 10 spins wins the game

Do you think this is a fair game? Explain.

_____

_____

_____

(4) **4. a.** Play the game against one other person. (If there is no other person available, then play for both sides yourself.) Use the following chart to record how the dreidel lands for each of the 20 spins. (Record the spins of both players together.)

Side Dreidel Lands On	Tallies	Frequency
Nun		
Heh		
Gimel		
Shin		

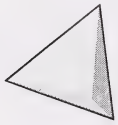
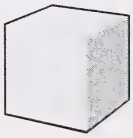
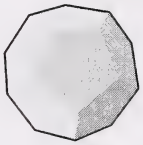
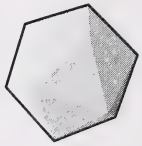
(2) **b.** Describe how your experimental results compare with the expected results from question 2.

_____

_____

(2) **5.** How would your answers for question 1 (with a four-sided dreidel) compare with the theoretical chances using a dreidel with eight sides if it had each of the four letters written on two of its sides? Explain.

Suppose you have the following set of five Platonic dice and none of the faces are marked.

Tetrahedron	Hexahedron	Octahedron	Dodecahedron	Icosahedron
				
4 faces	6 faces	8 faces	12 faces	20 faces

Pretend you have been asked to print numbers on the faces and then to use the dice to answer questions 6 to 8. You can put any numbers you choose on the faces and, if you want, the same number can be put on more than one face.

(3) **6. a.** Name each Platonic die that can be numbered so that the probability of rolling an odd number with it is $\frac{5}{6}$. Explain.

(3) **b.** For each die you named in question 6.a., list one possible way it can be numbered.

(3) **7. a.** Name each Platonic die that can be numbered so that the chance of rolling a prime number with it is $\frac{3}{8}$. Explain.

(2) **b.** For each die you named in question 7.a., list one possible way it can be numbered.

(3) **8.** Name each Platonic die that can be numbered so that the chance of rolling a multiple of 3 with it is $\frac{2}{4}$. Explain.

10

Numbers in the News

Go through the Scavenger Hunt list for Module 9 to make sure you have clipped at least one example for each question. Ask your home instructor to check the samples you found. Choose the sample you wish to use, and label each one with the Scavenger Hunt number it matches. Organize your samples and put them together with any other information required. Submit your project with this Assignment Booklet.

Ask yourself the following questions:

- Is my Numbers in the News project complete? (Have I included all my samples?)
- Do my samples show the ideas clearly? (Are my examples appropriate?)
- Did I take care to be neat when organizing and labelling my work?

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COURSE SURVEY FOR MATHEMATICS 6
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After you have completed the assignments in this course, please fill in this questionnaire. Your honest thoughts about the course are appreciated. They will help improve the course for future students. Please mail the completed questionnaire to the address given on the last page.

Part A: About Yourself

Your name: _____

Your age: _____

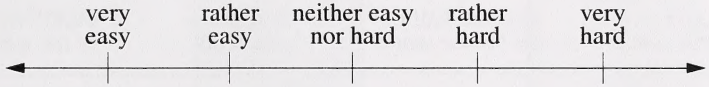
Your distance education school: _____

Your distance education student number: _____

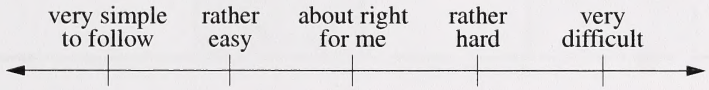
Part B: About the Course

On each line, print an "X" under the words that describe what you think.

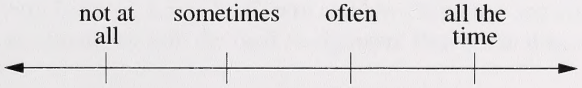
1. How difficult did you find this course?



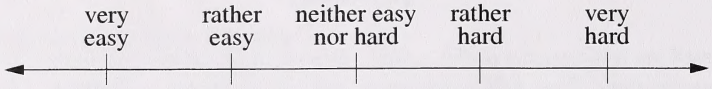
2. How well could you follow the instructions and explanations in the modules?



3. The Internet may have been mentioned in your course as an optional research tool or for optional activities. How often did you use the Internet to complete this course?



4. How easy or hard was the Internet to use as directed by the instructions in this course?



5. If someone helped you with parts of the course, answer the following questions:

   a. Who helped? (parent, friend, etc.) _____

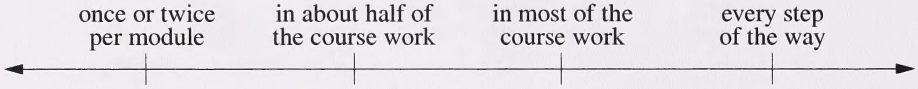
   b. What did this person do to help? _____

   _____

   c. In which parts did this person help you the most? _____

   _____

   d. How much did this person help you?



6. The best thing about this course is _____

   _____

   _____

   _____

7. The part of this course that needs improving most is _____

   _____

   _____

   _____

8. Tell us any other ideas that you have that would improve this course.

_____

_____

_____

_____

_____

9. If you have completed or almost completed another distance education (DE) course within the past year, complete the following chart. If you have done a few distance education courses recently, please choose a course that is similar to this course.

   Print the names of the courses in the following chart. Then put a check mark (✔) in each column to show what you think.

Comparison Between DE Courses	Took More Time	Was More Difficult	Was Better Written	Was More Enjoyable
Name of this course:				
Name of other DE course:				

Thanks for taking the time to complete this questionnaire. Your feedback is important to us. Please return this questionnaire to the address on the right.

Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

If you are enrolled at the Alberta Distance Learning Centre and have been mailing your Assignment Booklets to ADLC, you may return this questionnaire with the final Assignment Booklet in the course.